Contents of Volume 18

Part 1, March 2000

1 Disruptive behaviour, avoidance of responsibility and theory of mind
Jon Sutton, Michelle Reeves and Edmund Keogh

13 Children's diachronic thinking in relation to developmental changes in their drawings of the human figure
Maureen V. Cox and Jenny Hodsoll

25 How the eyes, head and hands serve definite reference
George Butterworth and Shoji Itakura

51 Shame and guilt in children: Differential situational antecedents and experiential correlates
Tjeert Olthof, Anneke Schouten, Hilde Kuiper, Hedy Stegge and Aagje Jennekens-Schinkel

65 Social group membership and self-perceptions in Northern Irish children: A longitudinal study
Orla T. Muldoon

81 Conceptual change in the classroom: Teaching young children to understand biological inheritance
Gregg E. A. Solomon and Susan C. Johnson

97 Children's gender categorization: An investigation of automatic processing
Mark Bennett, Fablo Sani, Nick Hopkins, Luisa Agostini and Lucilla Malucchi

103 Young children's concepts of danger
Ros Hill, Vicky Lewis and George Dunbar

121 Relationships among metamemory, motivation and memory performance in young school-age children
Sarah H. Pierce and Garrett Lange

137 The influence of availability and affect on children's pretence
Alison Bourchier and Alyson Davis

157 Editorial acknowledgement

Part 2, June 2000

159 Moral sensibility, understanding others, and children's friendship interactions in the preschool period
Judy Dunn, Alexandra L. Cutting and Helen Demetriou

179 The cradling bias in relation to pitch of maternal child-directed language
Nadja Reissland

187 Young children's communication with mothers and fathers: Functions and contents
Mila Kornhaber and Haydée Marcos

211 Do children try to answer nonsensical questions?
Amanda H. Waterman, Mark Blades and Christopher Spencer

227 Hedonism or empathy?: Hard-to-manage children's moral awareness and links with cognitive and maternal characteristics
Claire Hughes and Judy Dunn

247 Event knowledge and children's recall of television based narratives
Jason Low and Kevin Durkin

269 South Arican children's understanding of money and banking
Marta Bonn and Paul Webley

279 Siblings in the development of executive control and a theory of mind
Kristina Cole and Peter Mitchell

297 Children's everyday deception and performance on false-belief tasks
Paul Newton, Vasudevi Reddy and Ray Bull

Part 3, September 2000

319 Testing face processing skills in children
Vicki Bruce, Robin N. Campbell, Gwyneth Doherty-Sneddon, Arlina Import, Steve Langton, Sandra McAuley and Richard Wright

335 Perceptions of parents and adolescent outcomes in Pakistan
Sunita Mahtani Stewart, Michael H. Bond, L. M. Ho, Riffat Moazam Zaman, Rabiya Dar and Muhammad Anwar

353 Individual and developmental differences in children's understanding of the fantasy–reality distinction
Alison Bourchier and Alyson Davis

369 Shared picture-book reading: A sequential analysis of adult–child verbal interactions
Agnès Danis, Jean-Marc Bernard and Christine Leproux

389 Coping with clumsiness in the school playground: Social and physical play in children with coordination impairments
May M. Smyth and Heather I. Anderson

415 The diachronic approach and solutions to interpersonal conflicts
Jacques Montangero, Francisco Pons and Jean-Pierre Cattin

431 Factors influencing the development of a theory of mind in blind children
Candida C. Peterson, James L. Peterson and Julie Webb

449 The consequences of visual impairment for children's symbolic and functional play
V. Lewis, S. Norgate, G. Collis and R. Reynolds

465 The role of context in preschoolers' judgments of emotion in art
Tara C. Callaghan

475 Book reviews

Part 4, November 2000

479 Infants' visual preference for sex-congruent babies, children, toys and activities: A longitudinal study
Anne Campbell, Louisa Shirley, Charles Heywood and Charles Crook

499 The development of an understanding of modesty
Robin Banerjee

519 Two-year-olds' sensitivity to a parent's knowledge state: Mind reading or contextual cues?
Philip Dunham, Frances Dunham and Colleen O'Keefe

533 Development of phonological recoding and literacy acquisition: A four-year cross-sequential study
Sue Palmer

557 The relationship between children's production and comprehension of realism in drawing
Richard P. Jolley, Emma L Knox and Sharon G. Foster

583 Parents' estimates of their own and their children's multiple intelligences
Adrian Furnham

595 Visual signals and children's communication: Negative effects on task outcome
G. Doherty-Sneddon, S. McAuley, V. Bruce, S. Langton, A. Blokland and A.H. Anderson

609 An investigation of pretend play, mental state terms and false belief understanding: In search of a metarepresentational link
Mark Nielsen and Cheryl Dissanayake

625 Conceptual change in biology: Group interaction and the understanding of inheritance
Joanne Williams and Andrew Tolmie